

SCHOLARLY DIGITAL STORYTELLING (HE792/HIST688)

Fall 2019

Tuesdays, 4:30 pm – 7:10 pm

Robinson B 106

Digital storytelling can be many things: narrative . . . interactive . . . linear . . . nonlinear . . . immersive . . . ethnographic. . . artistic. It can also be scholarly. Digital storytelling can provide a compelling medium for exploring and redefining academic research, intended audiences, and scholarly communication. It can provide opportunities to examine evidence and arguments in new ways, reframe academic research, and learn digital skills.

This class will investigate a range of questions through exploration, research, and experimentation: What is scholarly digital storytelling? How does it differ from other kinds of storytelling? How do we tell stories related to academic research digitally? How does scholarly digital storytelling work in the classroom?

The course combines reading, viewing, writing, and hands-on practice. Students will develop their digital and research skills. Each student will create a 10-minute digital story based on their area of study and individual academic research. Students will have an opportunity to examine issues through the content, context, and lens appropriate for their discipline and learning goals.

Contact: Dr. Kelly Schrum

- Email: kschrum@gmu.edu
- Office: Enterprise 314
- Office Hours: M-F, virtual or in person

Requirements:

- Blogs & Digital Projects (20%)
- Final Project Components (e.g., pitch, storyboard, annotated bibliography, script, release forms, rough cut) (15%)
- Digital Story: Final Project (see Rubrics below) (50%)
- Participation: (including peer feedback) (15%)

Learning Objectives

- Explore the meaning of scholarly digital storytelling and its potential uses in and out of the higher education classroom.
- Develop the digital skills to communicate your scholarly work to an audience beyond the classroom.
- Identify an audience and craft your scholarly digital story appropriate for that audience.
- Create a 10-minute scholarly digital story grounded in academic research.

Readings/Viewings/Explorations:

This course utilizes Open Educational Resources (OERs). This means that the articles, interviews, and videos assigned in this class are available online. Some are publicly available; others are accessible to Mason students via the [library](#). Complete all

reading/viewing/exploring before writing weekly posts and coming to class. Required readings, viewings, and activities are listed by week in the Blackboard menu on the left. There may be costs associated with video editing or hosting tools.

Blog Posts (Due at midnight on Monday).

Blog Grading Rubric:

2 Exceptional: Blog post is focused, moves beyond description of the readings/viewings, and integrates examples from the readings/viewings along with independent argument or analysis. Post is well written and does not contain spelling or grammatical errors.

- **1 Satisfactory:** Blog post is somewhat focused, includes some examples or other evidence, and includes some independent argument or analysis. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. Post is reasonably well written and contains few spelling or grammatical errors.
- **0 Limited:** Blog post is unfocused, repeats previous errors, or displays little or no evidence of engagement with the topic. The post contains frequent spelling or grammatical errors.

Scholarly Digital Story:

The final project for this course is a 10-minute scholarly digital story. The topic must be approved by the instructor. If you are registered for HE792, your project must focus on a higher education topic related to your area of work or academic research. If you are registered for HIST688, your project must incorporate primary and secondary sources and a clear, original argument about a historical topic. The following criteria apply to all projects. See Rubrics for additional details on quality and assessment.

- Content should be solid and engaging.
- Scholarly digital story should be clear in its purpose and audience.
- Scholarly digital story should be relevant and engaging for its intended audience.
- Technical quality of the scholarly digital story should be high (e.g., smooth transitions, quality images/video, appropriate audio level for music/narration).

The following components are required for your scholarly digital story:

- Project pitch (due September 2; revised pitch due September 9)
- Storyboard (due October 7)
- Interview questions (if relevant) (due October 7)
- Release forms (due October 7) [See [templates](#)]
- Annotated bibliography (due October 7) [HE](#) | [History](#)
- Treatment (due October 21)
- Rights assessment (due October 21)
- Rough cut (due November 11)
- Credits (due November 11)
- Final Project Summary (due November 19 / November 26 / December 3)
- Final Project (due November 19 / November 26 / December 3) [Sign Up Sheet](#)
- Final Project Reflection (due November 26 / December 3 / December 6)

Digital Storytelling Rubric:

- See [HE Rubric](#) for HE792 requirements and expectations.
- See [History Rubric](#) for HIST688 requirements and expectations.

Participation:

- Scholarly Digital Story Critique: Select a scholarly digital story. Watch the story multiple times. Critique the story, including strengths and weaknesses. What kind of digital story is it? How is the story told technically? How does the narrative work? How does the story craft an argument? What did you find compelling? What would you do differently? Prepare to present this story, along with a 5-minute clip and your critique, to the class. [Sign Up Sheet](#)
- Peer Feedback / FeedForward: This class involves extensive peer feedback / feedforward. This includes feedback / feedforward during class sessions as well as feedback / feedforward on rough cuts and final digital stories. [HE | HIST](#)
- All readings/viewings/explorations should be completed as outlined in the weekly assignments. Readings/viewings/explorations as well as class assignments will be discussed in class and full participation is expected.
- Both the quality of preparation for class and participation in class contribute to the success of our weekly meetings; out-of-class preparation significantly enhances the quality of in-class participation. This class supports participation of many different kinds. Whatever your learning style, whatever your intellectual and practical strengths, you should find multiple ways to demonstrate your excellence and contribute to our collaborative exploration of higher education in the digital age.

ACADEMIC POLICIES

Academic Integrity and Academic Dishonesty

The integrity of the University community is affected by the individual choices made by each of us. Mason has an [Honor Code](#) with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited using APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

Attendance

Attendance is mandatory except for medical reasons or [religious holidays](#). If you are absent, inform me of the circumstances as soon as possible. It is your responsibility to make up what you have missed.

Disability Accommodation

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <http://ds.gmu.edu> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu or call (703) 993-2474.

Late Work

As late work impinges not only on your own learning, but also on that of your colleagues in this collaborative community. Any unexcused late assignments will lose one grade fraction (e.g., A- to B+, B to B-, C- to D) for each day late.

Medical Emergencies

If you encounter a medical emergency or a family crisis, please contact me as soon as possible. Supporting documentation may be requested upon return to class (doctor's certificate, hospital discharge forms, etc.).

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu).

General Course Policies:

Technology use during class is encouraged when aligned with the class topic and activities. You are welcome to bring a laptop, phone, tablet, or other device to class. During discussions, however, you are expected to actively participate and to be respectful of everyone in the class. Excessive cell phone/tablet/computer use outside of approved assignments or presentations (with the exception of documented assistive technology) will result in a lower participation grade.

You are welcome to eat during class. Please be respectful of classmates and our shared space. Clean up your trash during breaks or after class.

Grading

The following grading scale from the Graduate Catalog is in effect for this course.

- A+ 99-100 4.00
- A 93-98 4.00

- 90-92 3.67
- B+ 87-89 3.33
- B 83-86 3.00
- 80-82 2.67
- C 70-79 2.00
- F 69 and below

Add/Drop Deadlines (Fall 2019):

- 09/03/19 Last day to add classes
- 09/09/19 Last day to drop (no tuition penalty)
- 09/17/19 Last day to drop (50% tuition refund)
- 09/30/19 Last day to drop classes (0% tuition refund)

Mason Email Account:

Students must use their Mason email account to receive important university information, including messages related to this class. See [Masonlive](#) for more information. Additional information on student privacy is available through the [Office of the University Registrar](#).

Other Campus Resources

- [Writing Center](#) (703-993-1200)
- [Ask A Librarian](#)
- [Counseling and Psychological Services](#) (703-993-2380)
- [University Career Services](#)

University Policies

The [University Catalog](#) is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. See also [Academic Policies](#). All members of the university community are responsible for knowing and following established policies.

Diversity

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Please see [Mason's Diversity Statement](#) for more information.

Weekly Schedule [See Blackboard for readings, viewings, and assignment details].

W1	Aug 27	Introduction <ul style="list-style-type: none"> • Due: Blog 01 Bio
W2	Sep 3	Skills & Project Pitches <ul style="list-style-type: none"> • Due: Blog 02 Dig Proj A • Due: Project Pitch
W3	Sept 10	Forms of Storytelling <ul style="list-style-type: none"> • Due: Blog 03 Genre • Due: Blog 04 Dig Proj B • Due: Revised Pitch
W4	Sept 17	Research for Final Projects <ul style="list-style-type: none"> • Due: Blog 05 FP Update A
W5	Sep 24	Teaching and Learning <ul style="list-style-type: none"> • Due: Blog 06 Teaching/Learning • Due: Blog 07 Dig Proj C
W6	Oct 1	Copyright <ul style="list-style-type: none"> • Due: Blog 08 Copyright
W7	Oct 8	Skills workshop <ul style="list-style-type: none"> • Due: Annotated Bibliography • Due: Storyboard • Due: Interview Questions • Due: Release forms
W8	Oct 15	NO CLASS
W9	Oct 22	Interactive Digital Storytelling <ul style="list-style-type: none"> • Due: Treatment • Due: Rights assessment • Due: Blog 09 FP Update B
W10	Oct 29	Workshop final projects <ul style="list-style-type: none"> • Due: Blog 10 Digital Project D
W11	Nov 5	Open lab (optional; virtual or in-person)
W12	Nov 12	Rough Cuts

		<ul style="list-style-type: none"> • Due: Rough Cut; Credits
W13	Nov 19	Viewing and Critique <ul style="list-style-type: none"> • Due: Blog 11 FP Summary • Due: Final Project
W14	Nov 26	Viewing and Critique <ul style="list-style-type: none"> • Due: Blog 11 FP Summary • Due: Final Project • Blog 12 FP Reflection
W15	Dec 3	Viewing and Critique <ul style="list-style-type: none"> • Due: Blog 11 FP Summary • Due: Final Project • Blog 12 FP Reflection
	Dec 6	<ul style="list-style-type: none"> • Blog 12 FP Reflection